

## IMPLEMENTATION DEBATING TECHNIQUE IN TEACHING SPEAKING (Descriptive Study of Student At Twelve Level of SMAN1 Curup )

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### Abstract

*This research described the implementation of the debate technique in teaching speaking of SMAN 1 Curup and analysis how debate technique can be applied for speaking class and it can be a good way to make students' speaking more better as their skill of language mastery in English. The debating activity of this class is a kind of debate that different with Australian or Parliamentary style where of Parliamentary style the student present in each group contain 3 members and when they present the debating activity there are 2 groups. The group of Affirmative which agree to the motion given and the Negative group which disagree to the motion. While on Australian style the each group has two members and in delivering activity there are 4 group of its presentation. Two groups for Affirmative group and two group for negative group.*

*The observation have three steps the firstly, to get data who students that has ability in speaking well they will be the main group. The main group contain of 6-7 students of each class and they will be an opposite group for other group of the class. It is about 5 group will present of the class with the opposite team for the students who has ability well in speaking. The observations had been done directly in the class, it need 4-6 weeks of each class. Secondly, they present their debating with the motion given with the turn and motion that given lottery randomly.*

*Next, after the debating held of each class the observer give another activity by asking them to present speaking individually, and there is good result, their speaking performance increase to be better than of the first activity before debating.*

**Keywords :** Implementation debating; speaking

### A. Background of the Research

There are four English skills to learn, namely speaking, reading, writing, and listening skill. Speaking seems intuitively the most important skill to master. The success is measured in terms of the ability to carry out conversation in language speaking in an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is very important because by mastering speaking skill, people can carry out conversations with others, give the ideas and exchange the information with others. Hence, in speaking classroom the learners should work as much as possible on their own, talk to one another directly and not through the medium of teacher. Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbol in a variety of context' (Chancy 1998: 13).

The other opinion is shown by Hornby (1995: 318), speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. In short, speaking skill is the ability to perform the linguistic knowledge in the actual communication. By speaking with others, we are able to know what kinds of situation are in the world.

Learning English has four skills should be mastered by the students such as listening, speaking, reading and writing. Those skills are quite important to see a person who learns language which will conduct with communication aspects, but in communication speaking is mostly dominant to see the ability in mastering the language will be slightly seen in verbal communication than other skills. Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbol in a variety of context.

Being able to communicate effectively is the most important in all skills. The communication is simply the act of transferring information from one place to another. How well this information can be transmitted and received is a measure of how good our communication skills are. Debating technique is one of the strategy to improve students abilities in speaking. By this techniques is hoped that will help students in exploring their talents in mastering English language.

SMAN 1 Curup City is the school which has already used Debating technique to stimulate or to support the students involve in following this activity. And the result of the students speaking is average good which can be looked at their scores in English subject. In general, many students are active in English daily conversation and moreover, many students often following the english speaking contest

Debate is a teaching strategy to improve verbal communication and critical-thinking skills. Debate is presented as a valuable learning activity for teaching critical thinking and improving communication skills. Debating is an effective pedagogical strategy because of the level of responsibility for learning and active involvement required by all student debaters. Maryadi (2008: 16) states that debate can motivate students thinking, moreover if they must defend their stand or opinion which is in contradiction with conviction themselves'. This strategy can involve all students to be active, not only debate performer.

Debate is implemented in teaching speaking of SMAN 1 Curup. The teacher of the twelve year in SMA Negeri 1 Curup implements debate in the teaching speaking. The teaching learning process aims to enable the students speak the target language. So, why the research takes the title **IMPLEMENTATION DEBATING TECHNIQUE IN TEACHING SPEAKING.**

#### **a. Research Questions**

1. How is the implementation of debate technique in teaching speaking to the twelve year of SMAN 1 Curup?
2. What are the procedures of teaching speaking using debate?
3. What are activities in teaching speaking using debate?
4. What are the problems faced by the teacher and the students in teaching speaking using debate?
5. What are the strengths and weaknesses of the implementation of debate technique in teaching speaking?

#### **b. Objective of the Research**

Based on the formulation of the research question above, the researcher want to know;

1. The implementation of debate technique in teaching speaking to the twelve year of SMAN 1 Curup.
2. The procedures of teaching speaking using debate.
3. The activities in teaching speaking using debate
4. the problems faced by the teacher and the students in teaching speaking using debate?

5. The strengths and weaknesses of the implementation of debate technique in teaching speaking.

**c. The Limitation of the Research**

The area of the research is only focus on the teacher with how they implament debating technique involved procedure, problem, stength and weekness.

**d. Literature Review**

a. Definition of Debating

Debating is about disagreeing with what the oppostion says about issue posed by the topic (Simon Quinn 2005:115)

b. Procedure of Debate

The procedure of debate which will be held in this research to get the data is Australian Parliamentary English Debate System combination (5-6 students per group). Its consists two teams between affirmative and negative group. Furthermore, it includes some components ; the motions, the first speaker, the second speaker, the third speaker, the fourth speaker, the fifth speaker and the sixth speaker.

c. Teaching speaking

1. Definition of Speaking

According to Hornby (1995: 318) speaking is making of words in anordinary voice, uttering words, knowing and being able to use a language; expressing oneself in words, making speech. Speaking skill is the ability to perform the linguistic knowledge in actual communication. It functions to express one idea, feeling, thought and needs orally. Speaking is one of language arts that are most frequently used by people all over the world. Richards and Rodgers (1993: 9-10) state that the spoken language is primary and that this should be reflected in an oral-based methodology. Furthermore, oral method was very important in the classroom, especially in the early stages of learning (Howatt, 1985: 9-10).

2. The Components of Speaking

According to Syakur (1987: 5), speaking skill is a complex skill because at least it concerns with components of pronunciation, grammar, vocabulary and fluency. The description is as follows:

- a. Pronunciation
- b. Grammar
- c. Vocabulary
- d. Fluency andAccuracy

**B. Research Methodology**

a. Type of the Research

The type of this research is descriptive qualitative research withobservational study. Bogdan and Tailor (1980) in Moleong (2000: 3) statethat qualitative reseach is a research, which yields the descriptive data inthe form of written or oral words from observing people behavior.The product of the observation is notes or narratives of teachingEnglish speaking. It focuses on the implementationofdebatemethodwhich is used in teaching English speaking, strengthsandweaknesse,and the implementation debate method as a teaching speaking.

b. Subject of the Research

The Subject of the research is the teacher who used the technique in SMAN 1 Curup, consist of 5 teachers.

- c. Method of Collecting Data
  - i. Observation
  - ii. Documentation
  - iii. Interview
  - iv. Questionnaire
  - v. Credibility of Data
- d. Technique of Data Analysis
  - i. Reducing the data
  - ii. Display data
  - iii. Conclusion and Verification

### C. Conclusion And Suggestion

After analyzing and interpreting the obtained data in the previous chapter, the conclusion and suggestion as the last of the research are taken. The conclusion below is the answer of the research question, while the suggestion is intended to give information to the readers who are interest in doing further research in this area.

#### 1. Conclusion

Based on the finding and discussion in previous chapter, the conclusion are *first*, student has a little bravness in presenting speaking after it held they has significance result in increasing to speak in English.

*Second*, Debating activity not only give them knowledge to speak well but it gives many informations because the debating motions given related to the hot topic about; culture, art, social, law, politic, economic, gender, United Nations, Nuclear, etc. They discuss and study not only the material that related to English subject but for general knowledge too.

#### 2. Suggestion

This present student to increase their ability in speaking, so teacher first give some steps, suggestions and tips how to present debating well, because debating activity is different with speech. Debating has many differences with speech such as; of debating students have to get many information from many resources before their present the debating, they have to know more about the materials related to the topic. So when the debating hold it make the activity run well.

Furthermore, student have to get much vocabularies because on debating the each team has chance to give POI (point of Information) the opposite team give their statement directly to express their disagree with the opposite team opinion, so it better for student to answer directly too and it need many vocabuaries master by the speakers of each group.

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